

Entry 2 – Building a Learning Community Rubrics

Standard 1				
A successful candidate for the professional certificate shall demonstrate the knowledge and skills for effective teaching which ensure student learning by:	1 Criterion Not Met	2 Criterion Partially Met	3 Criterion Met	4 Exceeds Criterion
<p>Criterion c Using appropriate classroom management principles, processes, and practices to foster a safe, positive, student*-focused learning environment.</p>	<ul style="list-style-type: none"> Evidence demonstrates that students have <i>minimal and/or ineffective</i> voice in developmentally appropriate classroom norms (procedures, protocols and rules). Evidence indicates <i>minimal and/or ineffective</i> student contributions to a safe, respectful and productive learning environment. Evidence indicates <i>minimal and/or ineffective</i> structures are in place for providing feedback to all students. 	<ul style="list-style-type: none"> Evidence demonstrates that students have a <i>limited and/or inconsistent</i> voice in developmentally appropriate classroom norms (procedures, protocols and rules). Evidence indicates <i>limited and/or vague</i> student contributions to a safe, respectful and productive learning environment. Evidence indicates <i>limited and/or partial</i> structures are in place for providing feedback to all students. 	<ul style="list-style-type: none"> Evidence demonstrates that students have an <i>adequate and effective</i> voice in developmentally appropriate classroom norms (procedures, protocols and rules). Textbox 2.2.1 Evidence indicates <i>clear and appropriate</i> student contributions to a safe, respectful and productive learning environment. Textbox 2.2.1 Evidence indicates <i>adequate and effective</i> structures are in place for providing feedback to all students. Textbox 2.2.2 	<ul style="list-style-type: none"> Evidence demonstrates that students have a <i>consistent and dynamic</i> voice in developmentally appropriate classroom norms (procedures, protocols and rules). Evidence indicates <i>consistent and dynamic</i> student contributions to a safe, respectful and productive learning environment. Evidence indicates <i>consistent and thorough</i> structures are in place for providing feedback to all students.

* "Student" is defined as P-12 students and does not include adults/teachers.

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Criterion c (continued) Using appropriate classroom management principles, processes, and practices to foster a safe, positive, student*-focused learning environment.	<ul style="list-style-type: none"> Evidence indicates students' <i>minimal and/or unclear</i> student understanding and use of teacher feedback. 	<ul style="list-style-type: none"> Evidence indicates students' <i>limited and/or vague</i> student understanding and use of teacher feedback. 	<ul style="list-style-type: none"> Evidence indicates students' <i>adequate and clear</i> understanding and use of teacher feedback. Textbox 2.2.2 	<ul style="list-style-type: none"> Evidence indicates students' <i>consistent and thorough</i> understanding and use of teacher feedback.

Criterion e Demonstrating cultural sensitivity/competence in teaching and in relationships with students, families, and community members.	<ul style="list-style-type: none"> Evidence demonstrates <i>minimal and/or unclear</i> knowledge of student diversity and how it influences instructional decision-making for a positive impact on student learning. Evidence demonstrates <i>minimal and/or ineffective</i> strategies used to foster students' respect for diversity. 	<ul style="list-style-type: none"> Evidence demonstrates <i>limited and/or vague</i> knowledge of student diversity and how it influences instructional decision-making for a positive impact on student learning. Evidence demonstrates <i>limited and/or partially effective</i> strategies used to foster students' respect for diversity. 	<ul style="list-style-type: none"> Evidence demonstrates <i>adequate and clear</i> knowledge of student diversity and how it influences instructional decision-making for a positive impact on student learning. Textbox 2.3.1 Evidence demonstrates <i>adequate and effective</i> strategies used to foster students' respect for diversity. Textbox 2.3.2 	<ul style="list-style-type: none"> Evidence demonstrates <i>thorough and insightful</i> knowledge of student diversity and how it influences instructional decision-making for a positive impact on student learning. Evidence demonstrates <i>numerous and dynamic</i> strategies used to foster students' respect for diversity.
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Criterion e (continued) Demonstrating cultural sensitivity/competence in teaching and in relationships with students*, families, and community members.	<ul style="list-style-type: none"> Evidence demonstrates <i>minimal and/or ineffective</i> opportunities for students to contribute personal and/or background experience to their own learning. Evidence demonstrates <i>minimal and/or ineffective</i> strategies for developing culturally sensitive relationships with families and community to impact student learning. 	<ul style="list-style-type: none"> Evidence demonstrates <i>limited and/or superficial</i> opportunities for students to contribute personal and/or background experience to their own learning. Evidence demonstrates <i>limited and/or superficial</i> strategies for developing culturally sensitive relationships with families and community to impact student learning. 	<ul style="list-style-type: none"> Evidence demonstrates <i>adequate and effective</i> opportunities for students to contribute personal and/or background experience to their own learning. Textbox 2.3.3 Evidence demonstrates <i>adequate and effective</i> strategies for developing culturally sensitive relationships with families and community to impact student learning. Textbox 2.3.4 	<ul style="list-style-type: none"> Evidence demonstrates <i>multiple and worthwhile</i> opportunities for students to contribute personal and/or background experience to their own learning. Evidence demonstrates <i>numerous and dynamic</i> strategies for developing culturally sensitive relationships with families and community to impact student learning.

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Standard 1	1 Criterion Not Met	2 Criterion Partially Met	3 Criterion Met	4 Exceeds Criterion
<p>A successful candidate for the professional certificate shall demonstrate the knowledge and skills for effective teaching which ensure student learning by:</p>	<ul style="list-style-type: none"> Evidence demonstrates <i>minimal and/or ineffective</i> strategies are in place for two-way communication with families. Evidence demonstrates <i>minimal and/or ineffective</i> collaboration with an extended learning community in support of student learning. 	<ul style="list-style-type: none"> Evidence demonstrates <i>limited and/or routine</i> strategies are in place for two-way communication with families. Evidence demonstrates <i>limited and/or superficial</i> collaboration with an extended learning community in support of student learning. 	<ul style="list-style-type: none"> Evidence demonstrates <i>adequate and appropriate</i> strategies are in place for two-way communication with families. Textbox 2.4.1 Evidence demonstrates <i>adequate and effective</i> collaboration with an extended learning community in support of student learning. Textbox 2.4.2 	<ul style="list-style-type: none"> Evidence demonstrates <i>consistent and dynamic</i> strategies are in place for two-way communication with families. Evidence demonstrates <i>consistent and worthwhile</i> collaboration with an extended learning community in support of student learning.

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